DOCUMENT RESUME

ED 258 681 JC 850 396

AUTHOR Wilkins, S. A.
TITLE The Slide-Lecture: An Alternative to Chalkdust?
PUB DATE May 84
NOTE 8p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiovisual Aids; Community Colleges; *Lecture Method; *Slides; Two Year Colleges

ABSTRACT

Many instructors teaching large survey courses use the chalkboard to aid their lectures in spite of the waste of class time in writing and erasing, the clutter and confusion that may result, and the messiness of chalkdust. As an alternative, the slide-lecture method has been used for several years at Bossier Community College in teaching introductory and educational psychology courses. The instructor-made slides permit a congruence between lecture and audiovisuals that would not be possible using publisher-produced slides. These slides are made by typing small segments of lecture material on white paper, photographing the segments with a 35mm camera using a suitable close-up or macro lens, and mounting the negative in a 35mm paperboard or plastic slide holder. The material displayed can be definitions of terms, explanations of research, questions for thought, charts, diagrams, or any other point to be highlighted. The advantages of the method include its inexpensiveness; ease of editing; ease of viewing; and usefulness in class review sessions. The main disadvantages are the effort expended in preparing the slides and equipment demands. Class responses to the method have been generally favorable, and observation reveals that students tend to take more and better organized notes. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258681

THE SLIDE-LECTURE: AN ALTERNATIVE TO CHALKDUST?

By

Dr. S. A. Wilkins, Head
Department of Social
and Behavioral Sciences
Bossier Community College
Bossier City, Louisiana

May, 1984

JC 850 396

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. A. Wilkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE SLIDE-LECTURE: AN ALTERNATIVE TO CHALKDUST?

Many instructors teaching large survey courses use that ubiquitous audiovisual aid, the chalkboard to aid their lectures. The effort expended in writing and erasing wastes class time and is a tedious distraction to both student and professor. The chalkboard often becomes cluttered and confusing, and the large dry cleaning bills of instructors for coats, pants, and neckties all attest to the fact that there is no such thing as dustless chalk. The amount of class time consumed and the chalkdust spread around can be reduced by a simple technique. Lecture topics can be placed on 35 mm slides and projected on a screen. This procedure has been used as a testing method to conserve paper in large lecture classes (Carroll and Senter, 1979), but is equally effective in saving class time and minimizing inconvenience during a lecture. The slide-lecture technique has been used for several years in courses in introductory and educational psychology at Bossier Community College, and it evolved because of problems with the messyness and inefficiency of presenting lectures with chalk.

Description of the Slide-Lecture Technique. Although a number of textbook companies are now supplying an audiovisual package, including slides, to accompany their texts, these often are not exactly what individual professors need. Printed, instructor-made slides make lectures and

audiovisuals more congruent. To incorporate "home-made" slides into a lecture, first type small segments of lecture material on ordinary white paper. Photograph each segment with a 35 mm camera using a set of "close-up" lens or other suitable macro lens. The material displayed can be definitions of terms, explanations of research, questions for thought, charts, diagrams, or just about any point that a professor is trying to convey in a lecture. The 35 mm film may be black and white or color. Black and white is less expensive to purchase, develop, and mount in slide form. It yields a negative which is easily mounted in a 35 mm paperboard or plastic slide holder. The negative film provides white letters on a dark background, while color film makes just the opposite. Some practice is necessary to get just the right exposure, and some experience lecturing with the slides may be necessary to find which type of film an instructor finds most effective for the particular lighting conditions in available lecture halls or classrooms. A number of helpful hints are available from the Eastman Kodak Company (1975) for planning and producing slide programs.

The equipment needed for class is a 35 mm slide projector and a screen. The projector should be centered in the front of the room at a height so that it can be easily seen by students sitting in the back of the class. Slides are then placed in a rotary tray with numbered slots, lectures are labeled, and a remote control cord is used to advance the

slides. The instructor can then face the class and is free to move around during the lecture.

Advantages. The slide-lecture has a number of advantages. It is inexpensive and accompanies the lecture with a clear, concise word-picture. It augments the strictly verbal presentation without the messyness of the chalkboard, and it can be adapted to most any lecture presentation. Lectures can be easily edited from semester to semester and necessary replacements, additions, and deletions made. Indeed, the greatest strength of the slide-lecture is its flexibility. Instructors waste time in writing and erasing a board. Moreover, the board writing of some instructors is not always legible, and the slide-lecture presents the correct spelling of terminology. In addition, some professors, for various reasons, refuse to utilize a chalkboard or any other type of visual enhancement of lectures, but might be willing to incorporate a slide-lecture into the presentation as a neat means of amplifying material. This changes a lecture from monosensory (hearing) to disensory (hearing and seeing).

The slide-lecture, in contrast to a chalkboard, presents all material at the same height, centered in front of the room. It is most effective in large lecture halls. A central screen location eliminates difficult viewing positions of students who sit on the extreme sides or back of a room straining to see the top, bottom, and ends of a chalkboard. Chalkboard glare is eliminated, and instructors

do not block the students' view.

Slides can be projected from various distances in a classroom so that the size of the printed material can be adjusted to the proper enlargement for clear viewing. Even screens are not necessary; rather, any light-colored wall will suffice. The use of the slide-lecture insures coverage of the same material in multiple sections of the same course, and the same material can be taught each semester. Lectures are more organized and topics are presented in a consistent chronological pattern.

What instructor has not forgotten where a previous lecture ended and where to begin a new lecture without asking the students? Instructors using the slide-lecture can easily recall where lectures end and begin by noting the slide number. Class review can be accomplished simply and quickly by recalling slides to the screen for review. The slide-lecture method is particularly effective in survey courses which have to transmit large amounts of material to huge classes.

Disadvantages. The main disadvantage to this method is the effort expended in preparing the slides. Some tedium is involved in typing, photographing, having developed, and preparing the slides for projection. Another drawback is moving a projector from room to room and setting it up. The slide-lecture is also not appropriate for those instructors who prefer to develop a lecture piece by piece on a

chalkboard.

How Have Students Reacted? Class response has generally been favorable. Most students are somewhat surprised at first that a slide "show" is composed of words and not pictures. An informal observation has revealed that students write down more material in class using the slide-lecture. The size of student notebooks at the end of a term attest to this. Students also report having more organized notes that are easier to study at exam time. Both hearing and seeing material spelled out with legible slides decreases confusion about which lecture material is important enough to write down, and the procedure reduces the repetition of lecture material verbally to the class.

Conclusion. Several questions about this method of lecture amplification to replace the chalkboard are yet to be answered. Does it yield better understanding of psychology? Do students' test performances increase? Is psychology made more interesting, and are lectures more informing? Further research is ongoing to validate the efficacy of the slide-lecture as a replacement for or compliment to the chalkboard for both an easier method for instructors and a more informative presentation for students.

References

Carroll, J. Gregory, and R. J. Senter. "Test Administration in Large Lectures: An Alternative to Paper Chase," Teaching of Psychology, 1979, 6, 233-234.

"Planning and Producing Slide Programs," Rochester, New York: Eastman Kodak Company, 1975.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

AUGUST 23, 1985